

2018-2019

# **EPP Bachelor Performance Report**

Mars Hill University

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**Public Schools of North Carolina**

State Board of Education

Department of Public Instruction

## **Overview of the Institution**

Mars Hill University is a private, coeducational, residential liberal arts institution located in Madison County in the heart of rural western North Carolina. Mars Hill College was founded in 1856 and has over a 150-year history of being dedicated to academic excellence, students' intellectual and spiritual development, and community service. Mars Hill College proudly became Mars Hill University in August 2013 by offering its first graduate program in elementary education.

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Mars Hill University has been committed to meeting national and regional program standards. Currently the institution holds regional accreditation through the Southern Association of Colleges and Schools and program accreditation through the National Council for Accreditation of Teacher Education; North Carolina Department of Public Instruction (for Teacher Education); National Association of Schools of Music; National Association of Schools of Theatre; Commission on Accreditation of Athletic Training Education; Commission of Collegiate Nursing Education; and the Council on Social Work Education.

The University offers degrees and/or programs in 36 areas to approximately 1,199 traditional full-time students plus an additional 81 non-traditional students. The number of declared education majors is 175 with an additional 19 licensure only students, and 12 graduate students. The University has a strong commitment to the preparation of K-12 teachers in thirteen academic/special subjects/specialty areas, with four K-12 add-on licensure programs.

Mars Hill was the first private residential undergraduate institution of higher education in North Carolina to integrate. Currently 37% of new student enrollment and 34% of total student enrollment are minorities, distinguishing Mars Hill as the most racially diverse campus of higher education in western North Carolina. We also cherish our heritage of providing quality education to first-generation and low-income students. The majority of our enrollment comes from the southeast (75% from North Carolina). Our undergraduate students may choose among five bachelor's degrees and 36 majors. The Adult and Graduate Studies department teaches off-site classes primarily in South Asheville.

### **Special Characteristics**

Mars Hill University provides one of the most highly recognized teacher education programs in western North Carolina. The University offers Bachelor of Arts degrees in Elementary Education, Middle Grades, Integrated Education, Special Education, and ESL, with licensure in Art Education, Spanish, Music Education, English Education, Social Studies Education, Science Education, Health/Physical Education, and Math Education. The University also offers a Masters of Education degree in Elementary Education.

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In the Spring 2014, the Teacher Education Program received a \$282,000 North Carolina Quest Grant from the N.C. Department of Education. This grant “Now What Initiative” was awarded to facilitate training for thirty teachers in Alexander County, North Carolina. The primary initiative of this grant is to increase teachers understanding of research-based interventions/strategies. The grant also affords the opportunity for professors to work in classrooms alongside these 30 teachers over the duration of this 18-month project to ensure fidelity of implementation. The Binary Agreements with Blue Ridge Community College (BRCC) and Asheville Buncombe Technical College (AB Tech) have been expanded to include all education programs at MHU, making a seamless transfer process for BRCC and AB Tech students.

The Teacher Education Program remains a part of the educational outreach program of the Library of Congress, Teaching with Primary Sources (TPS). This national program emphasizes the integration of digital primary sources and technology in the teaching of the Common Core and Essential Standards. Like its forerunner regional pilot program, Adventure of the American Mind (AAM), which came to a close in October 2008, TPS continues to provide high quality professional development to pre-service and in-service teachers throughout the region. Since it began in 2009, the TPS program has offered a mix of digital primary source workshops and summer teacher institutes to approximately 2,000 in-service teachers and approximately 600 pre-service teachers. The program has continued to expand its reach to in-service teachers due to the greater emphasis on primary sources in the NC Standards.

The Special Education Program at Mars Hill University was the first in the state to be approved for the SPED General Curriculum, K-12 licensure. Key focus areas are assistive technology, manual communication, and research validated instructional practices for math, reading, positive school-wide behavior support, and responsiveness to instruction with a focus on curriculum based evaluation. There is an ongoing partnership with DPI, other state universities, and professional partnerships with LEAs across the state. The Center for ESL Education was created to provide licensure opportunities for in-service and pre-service teachers. Funded by a U.S. Department of Education grant, the Center was instituted in response to the crucial need for more

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trained ESL teachers in western North Carolina. Since 2002, the ESL program has received \$785,000.00 in grants to prepare teachers of non-native English speakers. MHU has a long history of making the Teacher Education program available to adults in the workforce through the Adult and Graduate Studies program (AGS). This non-traditional program has provided the opportunity for many teacher assistants and other working adults to obtain degrees and licensure through MHU. In January 2013, AGS opened a permanent site in South Asheville.

**Program Areas and Levels Offered**

Elementary Education (K-6<sup>th</sup>); Integrated Education (Dual Licensure in Elementary Education (K-6<sup>th</sup>) and Special Education (K-12<sup>th</sup>); Middle Grades Education (6<sup>th</sup>-9<sup>th</sup>); Secondary Education (9<sup>th</sup>-12<sup>th</sup>) in Social Studies, Math, English, and Science; Special Subjects (K-12<sup>th</sup>) in Music Education, Health/Physical Education, Art Education, Spanish, Special Education (General), and English as a Second Language (ESL); K-12<sup>th</sup> add-on licensure programs in ESL, Special Education, Academically/Intellectually Gifted (AIG), and Reading Specialist. We have two state-certified Reading Foundations trainers and one Mathematics Foundations trainer among our Education faculty. Mars Hill University also has a long history of providing teacher training for school districts throughout western North Carolina and beyond. We have successfully partnered with the North Carolina Department of Public Instruction's School Improvement Project and have provided the N.C. Department of Instruction's Reading, Mathematics, and Writing Foundations trainings for school districts across the state.

**Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency
X		X

**Brief description of unit/institutional efforts to promote SBE priorities.**

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For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

MHU has integrated the Foundations of Reading and Foundations of Mathematics trainings into our curriculum plans of study for Elementary Education, Special Education: General Curriculum and Integrated Education (Elementary Education K-6<sup>th</sup> and Special Education K-12<sup>th</sup>). These courses are designed to introduce candidates to the knowledge, skills, and procedures needed to provide effective instruction for students with persistent reading difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. In these courses, candidates assess students, plan, and teach comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching Reading (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, and reading comprehension) and Mathematics (quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application and proportional reasoning). Within these courses, candidates have exposure to pre-and post-published practice tests aligned to these requirements. We use data gained from these pre-and post-assessments to continually make changes to our course content.

In addition to providing in-depth coursework and application experiences to the classroom in the areas of Reading and Mathematics, we collaborate with content experts at MHU to develop content-rich courses to teach, review and explore content related to the Reading and General Curriculum licensure exams.

Currently, one of our faculty members works alongside the North Carolina Department of Public Instruction to develop content-rich virtual training in the area of Mathematics to help prepare candidates for this test. Once completed, this training will be integrated as part of student

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teaching seminar coursework. We also have a faculty member serving on the standard-setting panel for the New Foundations of Reading Test.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

The EPP is committed to support teacher candidates to effectively teach students of limited English proficiency. Candidates in both the initial programs and the advanced programs are required to take specific courses that address candidate diversity proficiencies: Initial: ENG 334: Second Language and Literacy Development ED 470: Diversity in American Schools; Advanced: ED 512 Curriculum Differentiation for Diverse Learners and ED 532 Language and Culture in US Schools. Examples of key assessments for candidates in each initial and advanced program on their knowledge, skills and dispositions to work with diverse students are the following: All initial undergraduate programs: SIOP (Sheltered Instruction Observation Protocol) lesson plan appropriate to grade level (ED 470) Philosophy of Education (ED 402) Field Experience Observation Reflections (ED 205) Advanced MEd: CBM/RTI Project (ED 522) Funds of Knowledge Paper (ED 532) Field Experience 500-level questions ED 470 Diversity in American Schools is a required course that all candidates complete during student teaching semester. This course emphasizes planning instruction for students with limited English proficiency, poverty, and other exceptionalities. The course introduces students to the World Class Instructional Design and Assessment (WIDA) Standards which are the Common Core Standards for English learners. In addition, students learn about the (Sheltered Instructional Observation Protocol) and are guided through developing a lesson plan using the preferred lesson plan templates from SIOP.

The EPP is currently reviewing the program curriculum to further integrate ESL strategies and support for learners with limited English proficiency in order to bolster the professional practices of candidates. Specifically, EPP faculty have recently undergone Project GLAD tier I training and earned certificates in that work, which will enable GLAD strategies to be integrated throughout the teacher education program curriculum. Ultimately, faculty intend to continue this

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professional development to become Project GLAD trainers and provide professional development workshops for in-service teachers and pre-service teachers.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

In 2013, several classrooms in Nash Education Hall were upgraded to smart classrooms and one classroom was equipped with a SMARTBoard. In September, instructional technology specialists from a nearby school system provided a technology workshop for education faculty, which included training for use of the SMARTBoard and Web 2.0 tools across the curriculum. This training provided program coordinators and methods course instructors with tools and ideas for integrating instructional technology, which was formerly addressed in a stand-alone course, into the methods classes.

The M.Ed. in Elementary Education program was also redesigned to include a course devoted to digital literacies in which candidates develop digital compositions using cutting edge tools such as animation, games, podcasts, and audio, and will learn how to incorporate digital literacy pedagogies into a dynamic learning environment that suits the individual needs of all students. All secondary and middle grades methods courses also require the use of internet-based primary sources for lesson planning. In all programs, candidates complete field experiences in public schools and are able to observe the use of technology in public school settings and practice using technology in both field experiences and clinical practice.

Candidates in all programs are required to create an electronic portfolio as an exit requirement. The North Carolina Program Approval Portfolio contains an electronic evidence that requires students to use technology to collect data and monitor student progress in order to positively impact student learning outcomes in public schools during clinical practice.

Beginning in Fall 2015, as a part of ED 205 Introduction to Education, all students began to survey education-related electronic applications and select one application to review for its

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implementation in the classroom. As of 2017, candidates in ED 205 also create their own websites using Google sites. These assignments serve as part of the electronic portfolio used for admission to the Teacher Education Program. In ED 401 Educational Psychology, candidates create Biteable videos to demonstrate how an education application is implemented in the classroom and complete a website portfolio in which they collect and review websites that support classroom practice.

In the fall of 2017, the MHU TEP began the implementation phase of edTPA. In conjunction with that change, we added a new course, ED 479 Student Teaching Practicum I, which requires candidates to record themselves teaching, learn to splice and edit videos (including blurring faces and/or adding subtitles), and upload electronic evidences to a submission website. These ongoing efforts will enable our students to keep pace with an ever-changing technological landscape in education. We continually collect and analyze data from this course and make program changes in response to trends in that data.

Finally, in the 2017-2018 academic year, the Education Department received external grant funding to create a dedicated smart classroom with a variety of technology tools, including AppleTV, touch screen LCD display, swivel follow-me camera, bug-in-ear/microphone receptors for live instructional coaching, 5 Mobie devices, and an iMac.

Additionally, 3 iPad Pros and Apple Watches were purchased for instructor use in the classroom. The education department is also underwent training for two new Aquos smart board devices to incorporate into coursework and provide additional instructional technology support for teacher candidates.

**The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.**

As preparation for the elementary classroom, candidates take an assessment course (ED 455) that instructs them in the delivery and analysis of formative and summative assessments. Through the program's Taskstream assessment system, candidates use technology-based assessment to measure their own progress. During their internship within the public schools, the interns utilize



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systems available in that North Carolina school district in measuring and predicting student improvement. It is during this time that the students implement a capstone research project of their own, working with a K-6<sup>th</sup> grade student to show positive impact on the student's learning. Technology is a large part of this project.

Additionally, as a part of the edTPA preparation process, candidates from all licensure programs enroll in ED 479 Student Teaching Practicum, a major component of which is to plan instruction, deliver instruction, and assess student learning according to the standards of edTPA. In this course, there is a strong focus on developing, delivering, and evaluating formative and summative assessments that are both formal and informal. Candidates repeat this process as they complete the official edTPA assessment the following semester.

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

The arts are integrated across the curriculum of the MHU Elementary Education program. This includes the Essential Standards of the Visual Arts, Dramatic Arts, Music, Dance and Movement. These standards are introduced in Introduction to Education (ED 205). In methods courses, Social Studies (ED 325), Science (ED 326), Reading and Writing (ED 421), and Art (Art 324) candidates learn to integrate the arts into lesson/unit plans in the various subject areas. In addition, Creative Drama in the Elementary Classroom (ED 375), is an opportunity for students to focus solely on incorporating the Essential Arts Standards with the Common Core Standards of Language Arts and Mathematics.

**Explain how your program(s) and unit conduct self-study.**

The unit has an assessment system in place to conduct self-study. The Unit's assessment system, called the Comprehensive Candidate Assessment System (CCAS) addresses institutional outcomes as well as professional standards. Through a strategic planning process, Mars Hill University has developed a number of institutional outcomes to focus teaching and learning across campus. The outcomes are listed below:

- Knowledge
- Effective communication

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- Informed, critical, and creative thinking
  - Aesthetic awareness
  - Personal growth and social responsibility

In addition to these institutional outcomes, all degree and licensure programs in Teacher Education are driven by a set of professional teaching standards developed by the state of North Carolina.

The purposes of the Director of Assessment are to coordinate and oversee the assessment of candidates, programs, and the unit; articulate an assessment philosophy to guide implementation and revision of the system; review, supervise, and improve the Unit Assessment System; monitor the quality of assessment instruments and procedures; guide and evaluate implementation of the system; and make recommendations to the Teacher Education Council/Graduate Advisory Committee/Graduate Council concerning assessment and program development.

In addition the Director of Assessment, in conversation with the department chair and program coordinators, establishes policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement; and establishes policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias.

The system consists of four transition points for both the initial and advanced licensure programs.

Table 1 depicts the transition point assessments of candidates for initial programs.

Table 1			
<b>Transition Points for Teacher Candidates: Initial</b>			
<i>Transition I</i>	<i>Transition II</i>	<i>Transition III</i>	<i>Transition IV</i>

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Admission to the Teacher Education Program	Admission to Clinical Experience	Completion of Clinical Practice	Program Completion & Licensure
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Table 2 depicts transition point assessments of candidates for the advanced program.

Table 2			
<b>Transition Points for Teacher Candidates: Advanced</b>			
<i>Transition I</i>	<i>Transition II</i>	<i>Transition III</i>	<i>Transition IV</i>
Admission to the M. Ed. Program	Research Proposal Approval	Completion of Integrated Action Research Project	Program Completion & Licensure

The assessment plan is a comprehensive, unit-managed arrangement in which candidates participate and cooperate with the faculty. Transition IV is managed by the Education Department Office. The assessment plan takes into consideration multiple decisions made at each level. With multiple assessments in place, the faculty recognized the use of “assessment decision-making” as a vital disposition to model. The unit is committed to modeling “teacher as progressive leader” and understands that “assessment means gathering information about students that can be used to aid teachers in the decision-making process” (Anderson, 2003, p. 4).

At the initial certification level, the Education Department and the Teacher Education Council must approve candidates at Transition I and at Transition II. At Transition III, the candidate’s cooperating teacher, college supervisor, program coordinator, and department chair evaluate the completion of clinical practice. At Transition IV, the Registrar and Licensure Officer recommend the candidate for the degree and/or licensure. This process ensures that candidates meet specific

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requirements and provide critical evidence, thus scaffolding their preparedness to move to the next level.

At the advanced certification level, the Education Department must approve candidates at Transition I. At Transition II, the Education Department and the Mars Hill University Institutional Review Board must approve the master's research proposal. At Transition III, the completed integrated action research project is evaluated according to the rubric, and the Director of Assessment, Coordinator of the Master's Program, and Department Chair determine whether candidates have fulfilled the requirements to complete the M.Ed. At Transition IV, the degree of M.Ed. is conferred on qualifying candidates, enabling them to seek advanced professional standing with their respective school districts.

The assessment system is supported by our field experience model:

FE-2: 200 Level classes – observations - no student /candidate interaction

FE-3: 300 Level classes – (3-7 hours) Field Experience (candidates will assess and develop lesson plans under very close supervision of the classroom teacher and or professor). In some classes candidates may teach students using the foresaid lessons and/or cooperating teacher's lesson plans)

FE-4: 400 Level classes – (7-10) Internship (candidates will assess a student; develop a plan of study / lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement).

FE-5: 500 Level classes – (10-12) Graduate level field experience are conducted in four courses (ED 520 Teacher Leadership/School Improvement, ED 522 Instructional Design and Assessment, ED 532 Language and Culture in US Schools, ED 538 Integrated Masters Thesis—see Appendix B for course descriptions) in the program which produce the four pieces of evidence used to demonstrate the North Carolina Graduate Teacher Standards. The vast majority of candidates in the M. Ed. Program currently teach full time and therefore conduct field work in their own classroom, school, and community. Graduate-level field experiences are coordinated by the candidate as well as the professor for those specific courses. Students in the M. Ed.

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Program who do not have their own classroom are encouraged to partner with one of their fulltime teaching peers in order to complete field-based projects.

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Although there are not a large number of low performing schools in the area, the EPP makes every effort to ensure candidates complete field experiences in those settings.

Teacher candidates are be placed in a public school classroom that corresponds to the level/area of licensure being sought. ED 205 Introduction to Education provides candidates field experiences in low-performing schools, and field experiences are regularly provided for candidates at low performing schools in the area, ensuring that each candidate has the opportunity to spend time in that environment. In order to ensure systematic field experiences that enable our candidates to gradually move from observation to instruction, the following set of field experience guidelines have been established, leveled according to their progress in the program.

- FE-1: Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.
- FE-2 Observation: 200 Level classes—observations (no student/candidate interaction; ED 205 instructors ensure placements in underperforming schools)
- FE-3 Field Experience: 300 Level classes—(3 - 7 hours) Field Experience(Candidates will assess and develop lesson plans under very close supervision of the classroom teacher/mentor and or professor. In some classes candidates may teach students using the aforementioned lessons and/or teachers/mentors lesson plans)
- FE-4 Internship: 400 Level classes—(7 - 10 hours) Internship (Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement)
- FE-5 Clinical Practice: Minimum of ten-week clinical practice (student teaching).

\*Candidates complete the Candidate Field Experience Survey Form for each course once they

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have completed all of the required field experiences, so that we can track their placements and ensure diverse field experiences.

#### FIELD EXPERIENCES FOR SPECIALTY AREAS AND SPECIAL SUBJECTS:

Art, English, Math, Music, Physical Education, Science, Social Studies, and Spanish Methods  
Classes Field Experience:

In the methods classes where students are taking education classes for certification purposes (education is not their major), the Field Experience will be as follows:

- FE-3: (300 level courses) There are 3 - 7 hours needed at this level. Use 1 - 2 hours for observation; 1 - 2 hours for lesson plan design and development and then use 2 - 3 hours for lesson plan implementation.
- FE-4: (400 level courses) There are 7 - 10 hours needed at this level. Use 3 hours for observation; 3 hours for lesson plan design and development; and then use 3 – 4 hours for lesson plan implementation.

#### **How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

Candidates have a two-semester student teaching practicum, which allows them to experience both the beginning and end of the school year. ED 479 Student Teaching Practicum I is a semester-long course in which candidates spend time each week in their placement schools, engaging in a range of experiences from observations to implementation of planning, instruction, and assessment. Candidates can complete student teaching accompanied by ED 481 Student Teaching Practicum II either during the fall or spring semester. Candidates completing student teaching in the fall begin their time in the schools at the beginning of that district's academic year. This allows adequate time to transition to full-time teaching and taper back off while maintaining time to complete exit requirements for the program. Likewise, spring student teaching begins when schools are back in session and concludes with adequate time to complete program requirements.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alexander County, WRESA, NC DPI (state wide),
Priorities Identified in Collaboration with LEAs/Schools	Helping teachers develop multiple understandings as they are related to MTSS and mathematics,
Activities and/or Programs Implemented to Address the Priorities	SIP Grant and PD with in school follow-up
Start and End Dates	2015 - 2018
Number of Participants	380
Summary of the Outcome of the Activities and/or Programs	Grant reports, data supports content knowledge measures, trajectory implementations
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	National PD Development
Priorities Identified in Collaboration with LEAs/Schools	Dynamic learning Maps for common core curriculum implementation
Activities and/or Programs Implemented to Address the Priorities	PD and development of curriculum with national practice profiles
Start and End Dates	2017-2019
Number of Participants	5000+
Summary of the Outcome of the Activities and/or Programs	Development of common core curriculum and state / nationwide practice profiles/Pre-Post data
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	MI (State Wide)
Priorities Identified in Collaboration with LEAs/Schools	Mathematics interventions and development of math content knowledge.
Activities and/or Programs Implemented to Address the Priorities	Multiple days of training and development of training with admin and teachers.
Start and End Dates	2017-2019
Number of Participants	954
Summary of the Outcome of the Activities and/or Programs	Pre - post data assessment

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Districts in NC (Statesville, NCATT, WRESA, Asheville City, Buncombe, Caldwell, Hickory, Hickory City, Williams Academy for Children - Crossnore)
Priorities Identified in Collaboration with LEAs/Schools	Week content in mathematics and implementation of research-based instruction / MTSS failed implementation
Activities and/or Programs Implemented to Address the Priorities	Math Foundations, MTSS, Integration of PBIS and RTI Training
Start and End Dates	Jan 2017 - May 2019
Number of Participants	Various (17 trainings @ apx 55 teachers per training = 935)
Summary of the Outcome of the Activities and/or Programs	LMT Content Assessment and SAMS Implementation survey
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	UT (State Wide)
Priorities Identified in Collaboration with LEAs/Schools	Mathematics interventions and development of math content knowledge.
Activities and/or Programs Implemented to Address the Priorities	Multiple days of training and development of training with admin and teachers.
Start and End Dates	2018-2019
Number of Participants	400
Summary of the Outcome of the Activities and/or Programs	Pre-Post data for the NKT
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mars Hill Elementary School
Start and End Dates	September 2018 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Primary Source integration with SS and Science Lessons in second grade
Number of Participants	5
Activities and/or Programs Implemented to Address the Priorities	Planning sessions, model lessons, and lesson implementation with observation and reflection
Summary of the Outcome of the Activities and/or Programs	Continuation of planning together will continue in 2019-2020 school year with an emphasis on including makerspace activities also, one teacher from each grade level will then be a facilitator at summer institutes for teachers across NC.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Buncombe High School
Start and End Dates	April 2018 - November 2019
Priorities Identified in Collaboration with LEAs/Schools	Primary Sources in ELA instruction using performance, presentation at NCTE to share the created lessons



Number of Participants	1 focal teacher, who shared with her PLC of seven, Presented a session at NCTE, and presented in Buncombe County Schools Global Learning seminar.
Activities and/or Programs Implemented to Address the Priorities	Co-planning, lesson implementation, reflection, revisions, PD planning with teacher to present, formal presentations to colleagues
Summary of the Outcome of the Activities and/or Programs	Documentary Theatre lessons have spread within the school to other ELA Teachers, SS teachers, and to other schools within Buncombe County. Mars Hill University will formally collaborate with the same teacher to present a Summer Institute in 2020 for NC teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Madison High School and North Buncombe High School
Start and End Dates	June 2018 - April 2019
Priorities Identified in Collaboration with LEAs/Schools	Difficulty teaching issues of slavery in rural WNC
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Weekend retreat field trip and planning sessions for teachers and their HS students in conjunction with the Slave Dwelling Project.
Summary of the Outcome of the Activities and/or Programs	Teachers brought HS students and participated in workshops with experts on this topic, as well as having hands-on experience with Vance Birthplace and Ramsey Center for Regional Studies. Teachers left with many resources and strategies to take back into their classrooms, and are asking if this workshop can be repeated for other students next year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Buncombe High School
Start and End Dates	Feb. 2019 - August 2019
Priorities Identified in Collaboration with LEAs/Schools	Using primary sources with students for authentic research projects
Number of Participants	1 teacher, 40 students, and teacher will present at BCS STEAM conference to reach other teachers
Activities and/or Programs Implemented to Address the Priorities	Project development, personal coaching sessions with teacher, modeled research for students
Summary of the Outcome of the Activities and/or Programs	Presentation for other teachers, continued coaching with the teacher, and integration of primary sources in all AP Lang. lesson planning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Madison High School, North Buncombe High School, Leicester Elementary School, Lincolnton Middle School
Start and End Dates	Jan 2018 - March 2018
Priorities Identified in Collaboration with LEAs/Schools	Critical Thinking with Students with Special Needs
Number of Participants	20

Activities and/or Programs Implemented to Address the Priorities	3 day professional development with Workshop titled "Accessing Inquiry for Students with Disabilities" in partnership with the Collaborative for Educational Services
Summary of the Outcome of the Activities and/or Programs	Partner groups attended and each created a lesson plan ready to use in classrooms, returned and implemented, and have reached out for continued support.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gaston County Schools
Start and End Dates	Jan 2018 - August 2018
Priorities Identified in Collaboration with LEAs/Schools	Using Primary Sources for authentic content input
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	1 day intense training with middle school ELA and SS teachers on using primary sources to enhance content for students and promote critical thinking
Summary of the Outcome of the Activities and/or Programs	Implementation of primary source instruction in over half of participants classrooms, and 15% of those teachers are attending a follow-up summer institute
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Buncombe County Schools
Start and End Dates	Oct. 1 - Oct. 31, 2018
Priorities Identified in Collaboration with LEAs/Schools	Digital tools for teaching primary sources
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	1 day training with 5/6 grade teachers, with follow-up meetings in individual schools PLCs
Summary of the Outcome of the Activities and/or Programs	Will present same session for both elementary and HS teachers in August 2019, PLCs revised many existing lessons to incorporate more technology tools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Ongoing partnership with ESL program to provide additional support for teacher candidates working with ESL students.
Number of Participants	15-Jan
Activities and/or Programs Implemented to Address the Priorities	We place ESL and elementary majors at Burnsville Elementary School, Danise's home school, to work with ESL students.
Summary of the Outcome of the Activities and/or Programs	open to any teacher education major who would like to learn more about and work with ESL students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Windy Ridge Elementary School
Start and End Dates	2017-present

Priorities Identified in Collaboration with LEAs/Schools	closer collaboration between MHU and NWRES
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	parents advisory council
Summary of the Outcome of the Activities and/or Programs	established ongoing relationship with parent group
Start and End Dates	2017-present
Priorities Identified in Collaboration with LEAs/Schools	closer collaboration between MHU and MHES
Number of Participants	41
Activities and/or Programs Implemented to Address the Priorities	field trip chaperoning and classroom volunteering
Summary of the Outcome of the Activities and/or Programs	established strong connections with multiple teachers and began plan for future collaborations
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mars Hill Elementary School
Start and End Dates	2017-present
Priorities Identified in Collaboration with LEAs/Schools	Closer collaboration between Mars Hill University and Mars Hill Elementary
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	EOG test proctoring
Summary of the Outcome of the Activities and/or Programs	adherence to DPI requirements for testing protocols
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Buncombe High School
Start and End Dates	January 2018 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	ELA Lesson plans that analyzed various types of sources on one research topic in order to practice research of perspectives for students
Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	One on one coaching with ELA teachers on how to search loc.gov for primary sources and strategies to help students analyze these sources.
Summary of the Outcome of the Activities and/or Programs	Chinese Immigration unit plan developed that will be taught with all sophomore lessons, and then shared in Professional Development sessions at NCTE in Nov. 2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Buncombe High School
Start and End Dates	January 2018 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	ELA Lesson plans that analyzed various types of sources on one research topic in order to practice research of perspectives for students
Number of Participants	8

Activities and/or Programs Implemented to Address the Priorities	One on one coaching with ELA teachers on how to search loc.gov for primary sources and strategies to help students analyze these sources.
Summary of the Outcome of the Activities and/or Programs	Chinese Immigration unit plan developed that will be taught with all sophomore lessons, and then shared in Professional Development sessions at NCTE in Nov. 2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Madison High School
Start and End Dates	July 2017 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	11th grade lesson plan development on local history with semester field trips to MHU campus to explore local archives and historic sites
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Primary Source lesson plans developed for 11th grade ELA classrooms followed by field trips which explored slave history in the development of MHU campus, Rosenwald schools in Madison County, and Cherokee Culture in Madison County
Summary of the Outcome of the Activities and/or Programs	Over 40 students have now participated in the lesson plans and field trips combining research of local archives and creative art to build local history projects for display to Madison County community
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Leicester Elementary School
Start and End Dates	Leicester Elementary Jan 2018 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	Leicester Elementary - Primary Source Lessons combined with Makerspace projects: Cubetto and Makey Makey
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Lesson Planning Sessions with Media Center Coordinators, Introduction of activities to classroom teachers, Testing the lesson plans with students, Professional Development Sessions to share with teachers in other schools
Summary of the Outcome of the Activities and/or Programs	Lesson plans have been developed and tested, Professional development for other schools will begin in October 2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mars Hill Elementary School
Start and End Dates	February 2019-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Closer collaboration between Mars Hill University and Mars Hill Elementary; supporting reading instruction for high achieving second graders
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	Conducted research study with high achieving second grade readers in collaboration with in-service teachers to implement a formative assessment model that promotes growth mindset.
Summary of the Outcome of the Activities and/or Programs	Reading growth for students; opportunities for field experiences for teacher candidates; publication about research findings
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte/Mecklenberg
Start and End Dates	Aug-18

Priorities Identified in Collaboration with LEAs/Schools	professional development with local middle school and high school band directors
Number of Participants	104
Activities and/or Programs Implemented to Address the Priorities	In service session
Summary of the Outcome of the Activities and/or Programs	professional development and closer ties with districts across the state
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	IMC charter, Owen High, South Rowan HS, Enka HS and Eblen Intermediate School
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	professional development and clinics with local middle school and high school band directors/bands
Number of Participants	200+
Activities and/or Programs Implemented to Address the Priorities	clinician for supporting the development of music programs
Summary of the Outcome of the Activities and/or Programs	professional development and closer ties with districts across the state
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Western North Carolina Middle Schools and High Schools: Asheville HS, Asheville MS, Enka HS, Enka MS, McDowell HS, North Henderson, Hendersonville HS, Reynolds HS, Rosman HS and MS, Brevard HS, North Buncombe HS and MS, Valley Springs and Kunitz.
Start and End Dates	2018-2019
Priorities Identified in Collaboration with LEAs/Schools	professional development with local middle school and high school band directors/bands (27 bands)
Number of Participants	1000+
Activities and/or Programs Implemented to Address the Priorities	clinician for supporting the development of music programs
Summary of the Outcome of the Activities and/or Programs	professional development and closer ties with districts across the state
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	District 5, South Carolina
Start and End Dates	Feb-19
Priorities Identified in Collaboration with LEAs/Schools	band clinic
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	clinician for supporting the development of music programs
Summary of the Outcome of the Activities and/or Programs	professional development and closer ties with districts
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northwest District
Start and End Dates	Mar-19

Priorities Identified in Collaboration with LEAs/Schools	adjudicator for Northwest District band festival
Number of Participants	1000+
Activities and/or Programs Implemented to Address the Priorities	supporting the development of music programs
Summary of the Outcome of the Activities and/or Programs	closer ties with districts across the state

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	7
Female	23
Race/Ethnicity	Number
Hispanic / Latino	2
Asian	0
African-American	2
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	26
Multi-Racial	0
Student does not wish to provide	

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic/Latino	1	Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	15	White	37
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	17	Total	42
Licensure-Only	Asian		Asian	

	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	3
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	1	Total	4
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>						
<b>LC Completed program and applied for license</b>						
Prekindergarten						
Elementary	6	11	1	2		
MG						
Secondary		2				
Special Subjects	3	4	1			
EC	3	2				
VocEd						
Special Services						
Total	12	19	2	2	0	0

**D. Undergraduate program completers in NC Schools within one year of program completion.**

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Mars Hill	30	87	53
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
Buncombe County Schools	213
Henderson County Schools	84
Madison County Schools	71
McDowell County Schools	51
Yancey County Schools	46
Mitchell County Schools	31
Haywood County Schools	29
Gaston County Schools	25
Burke County Schools	22
Winston Salem / Forsyth County Schools	17

**F. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	1,205.56
MEAN SAT-Math	*
MEAN SAT-Verbal	580.00
MEAN ACT Composite	25.50



MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	506.63
MEAN CORE-Reading	174.57
MEAN CORE-Writing	*
MEAN CORE-Math	160.25
MEAN GPA	3.45
Comment or Explanation:	
* Less than five scores reported	

### G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	22	13	12	67	12	75	12	83
M.G. Language Arts	1							
M.G. Math	1	1	1	*	1	*	1	*
M.G. Science	2	2	2	*	2	*	2	*
English	3	2	2	*	2	*	2	*
Social Studies (grades 9-12)	5	1	1	*	1	*	1	*
Health and Physical Ed	2							
Art	1	1	1	*	1	*	1	*
Music	6	4	2	*	3	*	4	*
Spec Ed: General Curriculum	9	6	5	40	5	60	5	80
Institution Summary	44	25	22	68	23	78	24	88
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

### H. Time from admission into professional teacher education program until program completion

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8	10	6	1	1	0
U Licensure Only	0	0	1	0	0	0

Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	2	0	1	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation: We do not currently have students who have completed residency programs.						

### I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	5	2

### J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6
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### K. Teacher Effectiveness

Institution: Mars Hill University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <a href="https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:		N/A	52.8%	44.4%		72	15
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	36.1%	55.6%	N/A	72	15
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	62.5%	33.3%	N/A	72	15
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	50.0%	47.2%		72	15
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	51.4%	43.1%	N/A	72	15
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	15.6%	68.9%	15.6%	45	42		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		